

# Every Literacy Planning Tool based on Every Child Ready to Read2®

The following are EXAMPLES. This tool is a GUIDE, not a comprehensive listing.

## Phonological Awareness/*Ability to hear and play with the smaller sounds in words*

**Goal:** Children demonstrate phonological awareness, the ability to hear and play with the smaller sounds in words.

### *Birth to 18 months*

Storytime Provider/Educator/Adult
<ul style="list-style-type: none"><li>Exposes children to a variety of sounds by reciting rhymes, singing songs, and reading books.</li><li>Models use of “parentese” while talking with babies till about 9 months old (higher pitch, elongated vowels, clear speech, repeat words)</li><li>Uses exaggerated expressions</li><li>Repeats rhymes and songs within storytime and in consecutive programs so that children become familiar with them and join in</li><li>Uses movements such as clapping, stomping to songs to indicate rhythm of language</li></ul>
<ul style="list-style-type: none"><li>Encourages children to imitate sounds and noises in their environment (including animal sounds)</li><li>Encourages children to imitate sounds while reading books and singing songs.</li><li>When children babble/talk, takes time to interpret what the child is saying.</li></ul>
<ul style="list-style-type: none"><li>Reads to children from books with developmentally appropriate content and pauses, providing children time to insert the sounds of familiar words.</li></ul>
<ul style="list-style-type: none"><li>Uses rhymes in stories, greetings, and directions</li></ul>

### *18 to 36 months*

Storytime Provider/Educator/Adult
<ul style="list-style-type: none"><li>Repeats books, songs, fingerplays and rhymes within storytimes and in consecutive programs so that children become familiar with them and join in</li><li>Encourages sound play with children (e.g. tap drums, clap hands, shaking shakers)</li><li>Encourages children to imitate sounds while reading books and singing songs</li></ul>
<ul style="list-style-type: none"><li>Sings rhyming songs, uses children’s names</li><li>Encourages children to join in with rhyming words or repeated phrases in books, songs and rhymes</li><li>Demonstrates and encourages movements such as clapping, stamping, dancing to rhythms of language</li></ul>
<ul style="list-style-type: none"><li>Uses reading style (e.g. pauses, providing children time to respond) where children can say the last word of familiar rhymes/songs</li></ul>
<ul style="list-style-type: none"><li>Invites children to act out a variety of tempos or speeds of sounds (e.g. clapping hands rapidly and clapping hands slowly; speaking rapidly and speaking slowly)</li></ul>

### *36 to 60 months*

Storytime Provider/Educator/Adult
<ul style="list-style-type: none"><li>Builds on rhyming pairs in books and songs by playing word games, encouraging children to come up with new rhymes, including non-sense words</li><li>Encourages children to say the second word of a rhyming pair using books, songs, rhyming and word games</li></ul>
<ul style="list-style-type: none"><li>Helps children focus on hearing specific sounds in playful ways, e.g. clapping each time they hear a certain sound in a rhyme</li><li>Uses clapping or musical instruments to help them hear syllables, clap syllables in names</li></ul>
<ul style="list-style-type: none"><li>Reinforces recognition of beginning word sounds (e.g. “Book begins with the “b” sound.)</li></ul>
<ul style="list-style-type: none"><li>Encourages children to find multiple objects in a picture with the same beginning sound</li></ul>
<ul style="list-style-type: none"><li>Points out the differences between similar-sounding words (e.g. “three” and “tree”)</li><li>Plays word games changing one sound in word</li></ul>

### *All ages*

<ul style="list-style-type: none"><li>Models the activities and articulates their importance for language and literacy development to parents and caregivers</li></ul>
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# Every Literacy Planning Tool based on Every Child Ready to Read2®

## Print Awareness and Concepts/*Knowing that print has meaning, how print “works”*

**Goals:** Children draw meaning from pictures, print, and text.  
Children demonstrate awareness of print concepts: how to handle books, direction of print, concept of word, conventions of print (punctuation, table of contents, etc.).  
Children use writing implements to communicate through written representations, symbols, letters.

### *Birth to 18 months*

Storytime Provider/Educator/Adult
<ul style="list-style-type: none"><li>Labels pictures in books</li><li>Makes and points out signs and logos</li></ul>
<ul style="list-style-type: none"><li>Highlights and points to pictures or words in books, or words representing pictured objects, including songbooks</li></ul>
<ul style="list-style-type: none"><li>Prompts children to point to pictures, characters, or objects in book</li></ul>
<ul style="list-style-type: none"><li>Demonstrates ways to read board books, acknowledging that infants will chew on books and that they bat at the pages in attempts to turn pages</li><li>Offers children opportunities to explore books (e.g. what is on the pages) as part of hands-on activity</li></ul>
<ul style="list-style-type: none"><li>Demonstrates making marks on a page or on whiteboard in front of children</li></ul>

### *18 to 36 months*

Storytime Provider/Educator/Adult
<ul style="list-style-type: none"><li>Labels objects in books, using descriptive words, encouraging children to label as well</li><li>Shows actual item of object pictured, uses props</li><li>Shares books with objects and situations children can relate to their own experiences</li></ul>
<ul style="list-style-type: none"><li>Points to title and some text, uses big books when possible</li><li>Narrates using books (e.g. “Let’s see what’s on the cover.” “I am turning the page to see what happens next.”)</li><li>“Plays” with orientation of book, holding it upside down/backwards</li><li>Allows opportunity for parents/caregivers and children to look at board books together</li></ul>
<ul style="list-style-type: none"><li>Provides opportunities for writing, asking children about attempts to produce written, age-appropriate material (i.e. scribbles)</li></ul>

### *36 to 60 months*

Storytime Provider/Educator/Adult
<ul style="list-style-type: none"><li>Talks about different kinds of print, such as signs, books, newspapers, menus</li><li>Incorporates print in play activities</li><li>Takes opportunity to point out print and its uses when a book being used includes writing or signs</li></ul>
<ul style="list-style-type: none"><li>Points out signs and symbols in the environment and when found in picture books. Asks children if they have seen these before (e.g. “On your way to the library, did you see a stop sign?”)</li></ul>
<ul style="list-style-type: none"><li>Playfully holds book upside down, allowing children to point out mistake</li><li>Runs finger under title or repeated phrase in book</li><li>Names author, illustrator and explains their roles</li></ul>
<ul style="list-style-type: none"><li>Points out words, especially those of interest to children or written in large, colorful, or dramatic font</li></ul>
<ul style="list-style-type: none"><li>Provides time for play and other activities that encourage pretend writing, incorporating print-rich material such as manuals, shopping lists, menus</li></ul>
<ul style="list-style-type: none"><li>Uses factual books, pointing out table of contents, index, glossary</li></ul>
<ul style="list-style-type: none"><li>Invites children to make up and tell stories and write them out</li><li>Provides opportunities for writing, relating what is written to objects/experiences</li></ul>

### *All ages*

<ul style="list-style-type: none"><li>Models the activities and articulates their importance for language and literacy development to parents and caregivers</li></ul>
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# Every Literacy Planning Tool based on Every Child Ready to Read2®

## Letter Knowledge/*Exploring Letters*

**Goals:** Children demonstrate awareness of alphabetic principle: that letters represent sounds of spoken language.

Children demonstrate awareness of letters and symbols.

Children use writing implements to communicate through written representations, symbols, letters.

### *Birth to 18 months*

Storytime Provider/Educator/Adult
<ul style="list-style-type: none"><li>Offers opportunities for children to play with balls, blocks, and other toys with a variety of shapes</li><li>Shares books of shapes, bold pictures, stark contrast</li></ul>
<ul style="list-style-type: none"><li>Offers opportunities for children to match shapes, i.e. flannel boards, simple puzzles, games</li></ul>
<ul style="list-style-type: none"><li>Shows children objects, saying name of objects and describing how they are alike and different</li></ul>
<ul style="list-style-type: none"><li>Includes action rhymes and action songs to develop small and gross motor muscles</li></ul>

### *18 to 36 months*

Storytime Provider/Educator/Adult
<ul style="list-style-type: none"><li>Talks about shapes, describing the shapes</li><li>Provides opportunities to play with shapes using toys and a variety of materials</li></ul>
<ul style="list-style-type: none"><li>Plays matching games (e.g. with flannel board)</li></ul>
<ul style="list-style-type: none"><li>Talks about similarities and differences in pictures in books, with materials in craft activities, with props and play manipulatives</li></ul>
<ul style="list-style-type: none"><li>Provides opportunities for children to manipulate objects and to play with puzzles</li></ul>
<ul style="list-style-type: none"><li>Prompts children to recite or sing the letters of the alphabet</li><li>Shares enjoyable alphabet books and/or points out letter in a book</li></ul>
<ul style="list-style-type: none"><li>Provides writing explorations related to fine motor skills, gross motor skills, and postural control</li></ul>
<ul style="list-style-type: none"><li>Provides opportunities for open-ended play, encouraging symbolic play</li></ul>
<ul style="list-style-type: none"><li>Provides opportunities for children to play with shapes and letters</li></ul>

### *36 to 60 months*

Storytime Provider/Educator/Adult
<ul style="list-style-type: none"><li>Prompts children to find the same letter in different media (e.g. books, posters, signs)</li></ul>
<ul style="list-style-type: none"><li>Encourages children's movement while singing songs and doing movement activities that depict shapes</li><li>Offers a variety of opportunities for children to draw shapes (e.g. writing on paper, using body motions to draw in the air, on the floor)</li></ul>
<ul style="list-style-type: none"><li>Points out shapes found in letters</li></ul>
<ul style="list-style-type: none"><li>Prompts children to match letters and sounds</li></ul>
<ul style="list-style-type: none"><li>Provides opportunities for children to manipulate letters (e.g. magnetic, foam letters, letters on flannel board) and uses them to spell out words</li><li>Provides nametags or other opportunities for children to talk about letters in their name or other words of interest</li></ul>
<ul style="list-style-type: none"><li>Provides opportunities to write</li></ul>
<ul style="list-style-type: none"><li>Points out letters in words in books; shares enjoyable alphabet books</li><li>Encourages children to join in songs related to letters (e.g. BINGO)</li></ul>

### *All ages*

<ul style="list-style-type: none"><li>Models the activities and articulates their importance for language and literacy development to parents and caregivers</li></ul>
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# Every Literacy Planning Tool based on Every Child Ready to Read2®

**Vocabulary** / *Recognizing words and knowing the meanings of words including objects, actions, feelings, concepts, ideas*

**Goals:** Children demonstrate the meaning of language by listening, receptive language.  
Children demonstrate the meaning of language by speaking, expressive language.

## *Birth to 18 months*

Storytime Provider/Educator/Adult
<ul style="list-style-type: none"><li>Models use of “parentese” while talking with babies till about 9 months old (higher pitch, elongated vowels, clear speech, repeat words)</li></ul>
<ul style="list-style-type: none"><li>Uses all kinds of words and many types of language including conversation, stories, nursery rhymes, songs</li><li>Encourages children to chime in with names of items in pictures in book or names of props being used</li><li>Encourage children to imitate motions, using names for actions</li><li>Uses repetition to increase children’s understanding</li></ul>
<ul style="list-style-type: none"><li>Uses gestures and/or sign language in combination with words when communicating</li></ul>
<ul style="list-style-type: none"><li>Invites children to label familiar objects in books or in the environment</li><li>Adds new words, extending children’s communication</li></ul>
<ul style="list-style-type: none"><li>Presents children with the opportunity to label aspects of people, places and events</li></ul>
<ul style="list-style-type: none"><li>Narrates what child sees, hears, smells, touches, does using a variety of words and descriptions</li><li>Shares books that introduce new words; labels items</li><li>Adds new words to books with little text</li></ul>

## *18 to 36 months*

Storytime Provider/Educator/Adult
<ul style="list-style-type: none"><li>Makes opportunities for children to follow one or two step directions when gathering, transitioning from one activity to another, during songs/music/movement activities, while reading books</li><li>Uses all kinds of words (objects, actions, feelings, concepts, ideas) through conversations, books, songs, rhymes, movement activities, craft time, playtime</li></ul>
<ul style="list-style-type: none"><li>Introduces unfamiliar objects and prompts children to request labels from caregiver</li><li>Explain meanings of words during conversations or while reading books</li></ul>
<ul style="list-style-type: none"><li>Uses simple three-to-four word (with mostly 1 – 2 syllable words) sentences at least twice followed by a pause so children can imitate</li></ul>
<ul style="list-style-type: none"><li>Invites children to use adjectives to describe objects or things described in stories</li></ul>
<ul style="list-style-type: none"><li>Provides opportunities for children to distinguish between real and nonsense words</li></ul>
<ul style="list-style-type: none"><li>Invites children to identify objects, people in environment and in books</li><li>Invites children to join in with actions in books and songs</li><li>Uses as diverse a vocabulary as possible when talking with children</li><li>Explains new words while reading books/talking</li></ul>

## *36 to 60 months*

Storytime Provider/Educator/Adult
<ul style="list-style-type: none"><li>Uses all kinds of words (objects, actions, feelings, concepts, ideas) through conversations, books, songs, rhymes, movement activities, craft time, playtime</li><li>Explains differences between two words with similar meanings (e.g. tired, exhausted)</li><li>Adds less familiar synonym to a familiar word</li><li>Explores words by category or related to theme, explores word relationships to understand concepts of common category (e.g. food, farm/wild animals, vehicles)</li></ul>
<ul style="list-style-type: none"><li>Models using multiple words to explain ideas (e.g. “Another way of saying that is . . . .”, defining a new concept/idea)</li><li>Points out multiple meanings of a word (e.g. wave in an ocean and wave goodbye)</li></ul>
<ul style="list-style-type: none"><li>Asks children to talk about how they feel about what is happening in the story</li></ul>
<ul style="list-style-type: none"><li>When giving directions, uses words before demonstrating the action, allowing children to follow directions</li></ul>
<ul style="list-style-type: none"><li>Plays word games using real and nonsense words</li></ul>

## *All ages*

<ul style="list-style-type: none"><li>Models the activities and articulates their importance for language and literacy development to parents and caregivers</li></ul>
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## Background Knowledge—Conceptual Thinking/*Concepts and abstract thinking*

**Goals:** Children compare, contrast, examine, evaluate, connect experiences, objects, tasks, events  
 Children use symbols to represent objects.  
 Children find solutions to questions, tasks, problems, challenges.  
 Children use writing implements to communicate through written representations, symbols.

### *Birth to 18 months*

Storytime Provider/Educator/Adult
<ul style="list-style-type: none"> <li>• Play peek-a-boo games, share flap books</li> </ul>
<ul style="list-style-type: none"> <li>• Use open-ended questions to promote thinking</li> </ul>
<ul style="list-style-type: none"> <li>• Uses gestures in combination with words when communicating</li> </ul>
<ul style="list-style-type: none"> <li>• Prompts children to point to pictures, characters or objects in books</li> <li>• Shows props or other items to connect pictures/words to real objects</li> </ul>
<ul style="list-style-type: none"> <li>• Asks children simple questions that can be answered with gestures towards a particular person (e.g. "Where is Mommy?") or object (Where is your blanket?")</li> </ul>

### *18 to 36 months*

Storytime Provider/Educator/Adult
<ul style="list-style-type: none"> <li>• Prompts children to reflect on the sequence of events in an orally narrated story or book</li> <li>• Describes and encourages interactions around routines and sequences using books, songs and activities</li> </ul>
<ul style="list-style-type: none"> <li>• Prompts children to point to objects within the pages of a book or within given context</li> </ul>
<ul style="list-style-type: none"> <li>• Prompts children to recall specific characters from age-appropriate stories</li> </ul>
<ul style="list-style-type: none"> <li>• Inserts pauses, providing children time to respond, and asks questions during story reading that allow children to make predictions</li> </ul>
<ul style="list-style-type: none"> <li>• Shows real object and picture of object</li> <li>• Uses word for an action and demonstrates action, encouraging children to join in</li> <li>• Plays games to support word-symbol connection (e.g. shows a picture of an object and has children find object in plain sight in the room)</li> </ul>
<ul style="list-style-type: none"> <li>• Uses simple stories to help children understand cause and effect (e.g. "Why did Humpty Dumpty break into pieces?")</li> </ul>
<ul style="list-style-type: none"> <li>• Ask open-ended questions to help children relate what is happening in books to their own experiences, through conversation or other activities</li> </ul>
<ul style="list-style-type: none"> <li>• Encourages participation with books, songs, conversation, movement and craft activities related to concepts including size, shape, color, opposites, spatial relationships</li> </ul>
<ul style="list-style-type: none"> <li>• Provides opportunities for writing and talks about what is written</li> </ul>

### *36 to 60 months*

Storytime Provider/Educator/Adult
<ul style="list-style-type: none"> <li>• Prompts children to share stories about/describe their preferences and previous experiences, then assists in putting in sequence</li> </ul>
<ul style="list-style-type: none"> <li>• Uses strategies to assist children in having a conversation by extending/expanding on thoughts or ideas expressed by others in regards to a story, book, or song (e.g. "I hear that you think the bunny is pretending the box is a car. Who else has an idea about what the bunny is doing?")</li> </ul>
<ul style="list-style-type: none"> <li>• Incorporates drawing into storytime activities</li> </ul>
<ul style="list-style-type: none"> <li>• Ask open-ended questions to help children relate what is happening in books to their own experiences, through conversation, writing or other activities</li> </ul>
<ul style="list-style-type: none"> <li>• Reads, discusses, acts out stories about people, their thinking, motivations</li> <li>• Discusses feelings of characters in books/stories</li> </ul>
<ul style="list-style-type: none"> <li>• Reads books with predictable storyline and sequence of events</li> <li>• Talks about what happens before, after</li> <li>• Encourages children to retell story in sequence, may use props, flannel board</li> </ul>
<ul style="list-style-type: none"> <li>• Provides opportunities for writing, relating what is written to objects/experiences</li> </ul>

### *All ages*

<ul style="list-style-type: none"> <li>• Models the activities and articulates their importance for language and literacy development to parents and caregivers</li> </ul>
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# Every Literacy Planning Tool based on Every Child Ready to Read2®

## Background Knowledge—Content Knowledge/*Knowledge of the world*

- Goals:**
- Children demonstrate interest in factual information and informational text
  - Children share factual information with others
  - Children draw meaning from factual information
  - Children relate factual information to own experiences

### *Birth to 18 months*

Storytime Provider/Educator/Adult
<ul style="list-style-type: none"><li>Share factual information about world around them</li><li>Share factual books with bold pictures/photos, labeling and adding information</li></ul>
<ul style="list-style-type: none"><li>Asks children simple questions that can be answered with gestures toward particular object; shares some factual information about the object</li></ul>

### *18 to 36 months*

Storytime Provider/Educator/Adult
<ul style="list-style-type: none"><li>Prompts children to identify different body parts by pointing</li><li>Shares factual books on human body</li></ul>
<ul style="list-style-type: none"><li>Shares factual books, labeling pictures and adding information</li></ul>
<ul style="list-style-type: none"><li>Shares books and provides experiences that prompt children to ask questions or reflect some knowledge of events/phenomena</li></ul>
<ul style="list-style-type: none"><li>Shares factual books to expose children to topics of interest, expanding on what is familiar and adding information about what is not familiar to them</li></ul>
<ul style="list-style-type: none"><li>Shares factual books on topics of interest to the children, encourages their participation in talking about the topic</li></ul>

### *36 to 60 months*

Storytime Provider/Educator/Adult
<ul style="list-style-type: none"><li>Shares factual books, encourages conversation around the topic, and asks thought-provoking questions on factual topics</li></ul>
<ul style="list-style-type: none"><li>Talks about what is pretend and what is real</li><li>Includes factual information/books even if not reading whole book, distinguishing what is real and what is pretend</li><li>Includes story and factual book on same topic or theme</li></ul>
<ul style="list-style-type: none"><li>Shares factual books and offers opportunities for children to retell or discuss the facts in the book and to share their own knowledge on the topic</li></ul>
<ul style="list-style-type: none"><li>Reads factual books and relates to children's experiences, encourages children to relate book to own experiences</li></ul>
<ul style="list-style-type: none"><li>Reads factual books about new experiences and topics, supplementing with hands-on experiences when possible</li></ul>
<ul style="list-style-type: none"><li>Provides opportunities to discuss with children information and factual books about topics regarding world around them</li><li>Provides a variety of factual books for children to explore and discuss</li></ul>
<ul style="list-style-type: none"><li>Uses new words and explains words using informational text</li><li>Uses new words and explains words while talking about factual topic</li></ul>
<ul style="list-style-type: none"><li>Asks children how factual information relates to their personal experiences</li><li>Models connecting text to own experience</li></ul>
<ul style="list-style-type: none"><li>Provides writing opportunities to share information on topics</li></ul>

### *All ages*

<ul style="list-style-type: none"><li>Models the activities and articulates their importance for language and literacy development to parents and caregivers</li></ul>
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**Background Knowledge—Book and Story Knowledge/Print motivation** (*enjoyment of books and reading*) and **story structure** (*how stories work*)

**Goals:** Children demonstrate an appreciation and enjoyment of books and reading.  
 Children demonstrate knowledge of how stories work.  
 Children demonstrate comprehension of printed material.

## *Birth to 18 months*

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> <li>Highlights and points to pictures or words in a book</li> </ul>	Pay attention to pictures or words in books
<ul style="list-style-type: none"> <li>Presents children with the opportunity to explore books as part of hands-on activity</li> </ul>	Explore books (e.g. flipping or turning through pages)
<ul style="list-style-type: none"> <li>Uses expression and conveys the fun of reading while sharing books</li> <li>Chooses books with bold, colorful, clear images of familiar objects</li> <li>Acknowledges that babies will chew on books as a way of exploring them</li> </ul>	Respond positively to book reading activities with adults, smiling, vocalizing, choosing to look at books
<ul style="list-style-type: none"> <li>Exposes children to books on a variety of topics, responding to their interests</li> <li>Uses open-ended questions, pausing for response, to promote engagement</li> </ul>	Show eagerness and curiosity as a learner
<ul style="list-style-type: none"> <li>Shares simple books with predictable story line, repeated phrases, encouraging children to join in</li> <li>Repeats favorites within storytime and over several storytimes</li> </ul>	Begin to request favorite books and request repeated readings

## *18 to 36 months*

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> <li>Prompts children to recall specific characters, words, or actions from age-appropriate stories</li> </ul>	Recall specific characters, words, or actions from familiar stories
<ul style="list-style-type: none"> <li>Inserts pauses, providing children time to respond, and asks questions during story treading that allow children to make predictions</li> </ul>	Anticipate what comes next in known stories, with help Recite familiar words/phrases
<ul style="list-style-type: none"> <li>Invites children to make comments on books read</li> </ul>	Make comments on book
<ul style="list-style-type: none"> <li>Uses expression and conveys the fun of reading while sharing books</li> <li>Encourages children to participate in reading of books in a variety of ways to increase engagement and enjoyment</li> </ul>	Show interest in reading-related activities
<ul style="list-style-type: none"> <li>Introduces factual books, read in whole or in part</li> <li>Chooses books that reflect children's interests and expanding on their experiences</li> </ul>	Show eagerness and curiosity as a learner
<ul style="list-style-type: none"> <li>Offers variety as well as repetition while sharing books, stories, rhymes/songs</li> <li>Encourages children to chime in with repeated phrase or motion in books</li> </ul>	Participate in increasingly variety of tasks and activities Request favorite books be repeated
<ul style="list-style-type: none"> <li>Prompts children to reflect on the sequence of events in an orally narrated story</li> </ul>	Begin to follow the sequence of events in an orally narrated story

## *36 to 60 months*

Storytime Provider/Educator/Adult
<ul style="list-style-type: none"> <li>Asks children, "Do you have a favorite book? What's the title?"</li> <li>Shares favorite books and tells why s/he likes them</li> </ul>
<ul style="list-style-type: none"> <li>Uses wordless books to have children tell story in own words</li> </ul>
<ul style="list-style-type: none"> <li>Uses expression and conveys the fun of reading while sharing books</li> <li>Encourages children to participate in reading of books in a variety of ways to increase engagement and enjoyment, including factual books</li> <li>Pauses to allow children to say repeated word or phrase</li> </ul>
<ul style="list-style-type: none"> <li>Offers display of variety of picture books and factual books for children to choose</li> </ul>
<ul style="list-style-type: none"> <li>Provides opportunities for children to dramatize events in story, retell the story or part of the story, using props, flannel board, puppets, craft activities</li> </ul>
<ul style="list-style-type: none"> <li>Use interactive reading techniques to engage children in story, including prediction</li> </ul>
<ul style="list-style-type: none"> <li>Introduces book with overview of story, reviews book with children's participation regarding beginning, middle, end of story</li> <li>Asks children to predict what might happen in a book</li> <li>Offers opportunities for retelling story, give a new ending</li> </ul>
<ul style="list-style-type: none"> <li>Provides opportunities for children to make their own book/story or draw favorite part of a story, and talk about what happened</li> </ul>

## *All ages*

<ul style="list-style-type: none"> <li>Models the activities and articulates their importance for language and literacy development to parents and caregivers</li> </ul>
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